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ABSTRACT

A Cashmere School District, Washington, project trained a cadre of rural educators and provided them with necessary skills and materials to conduct career education inservice training. Over fifty participants attended ten-day workshops at which the nine training modules developed by the project were used. Designed for independent presentation, each module should be an integral part of the total career education inservice training program, as it contains directions and references necessary for conducting inservice on such topics as curriculum development; community involvement; reducing sex, ethnic, and race bias; evaluation; and program implementation. The data for project evaluation was collected by a third-party evaluator through interviews with the project director and participants, observation of project activities, a pre-test and post-test administration of questionnaires used in the training workshops, inspection and critique of the modules, and inspection of project records and documents. Data collected indicated that the workshop participants did increase skills in (1) knowledge of career education concerns and concepts, (2) career education activities, and (3) training others to conduct career education activities. Project staff were judged to have been successful in conducting the workshops and developing the training modules. (Various project materials, evaluation instruments, and an executive summary are provided.) (YLB)

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Proj. #554AH80035
Grant #G0076C0090

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TRAINING A CADRE OF RURAL EDUCATORS TO CONDUCT CAREER EDUCATION IN-SERVICE

FINAL REPORT

Conducted Under
406 (f) (1) of the Education Amendments of 1974
Pub. L. 93-380 (20 U.S.C. 1865 (f) (1)
Grant Number G0078C0090

Conducted in
The Cashmere School District
September 1, 1978 - August 31, 1979

Bernadette Griffith, Career Education Project Director

Dr. Arthur Keith, Third Party Evaluator

Career Education Project
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Cashmere, WA 98815
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Richard D. Johnson, Superintendent
Cashmere School District #222

CE 024 441

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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INTRODUCTION

The Cashmere School District, Cashmere, Washington, was awarded a grant from the United States Office of Education, Office of Career Education to develop and conduct a project titled "Training a Cadre of Rural Educators to Conduct Career Education In-Service."

The purpose of the grant was to train a cadre of rural educators and provide them with necessary skills and materials to conduct in-service in their respective geographic area. This was accomplished by meeting two major process objectives:

1. Nine training modules were prepared for use by cadre members.
2. A minimum of fifty rural educators participated in a ten-day workshop.

As a result of the project;

1. cadre members demonstrated increased skills in planning and conducting career education in-service for classroom teachers, administrators, school board members, guidance and media specialists and community persons.
2. cadre members demonstrated skill in using the materials in the nine training modules to facilitate this task.

This report will document events that occurred during the life of the project that relate to each of the major tasks. Hopefully the report will offer assistance to others who are now or will be engaged in similar activities.

The report is compiled in two parts. The first part of the report highlights the activities undertaken by project personnel to meet the objectives and comments on problems encountered, and solutions found. Part two includes the evaluation report by Dr. Arthur Keith, 602 N. Volland, Kennewick, WA 99336, and includes specific learner objectives, copies of the evaluation instruments used and evaluation data as compiled and analyzed by Dr. Keith.

Operating under the premise that career educators are extremely busy people, that excessive verbage is seldom read, and that extremely lengthy reports are often put on the shelf to "read when I find the time", I have tried to make this report readable, concise, to the point, and most of all, useful. Hopefully, I have accomplished this purpose.

PART I

PROJECT NARRATIVE

PART I

IDENTIFICATION OF POTENTIAL PARTICIPANTS

Participant selection began in early September, 1978. The project director attempted to contact each state career education coordinator by telephone and was successful in reaching all but four. During the telephone conversation it was explained that the purpose of the project was to train people who could become the nucleus of a cadre in the respective states represented. This cadre would then assist the state coordinator in training educators in local educational agencies. It was also explained that the project was funded to work with approximately 50-55 people therefore the coordinators were asked to screen and submit only names of those people who would benefit the most from participation in the project, and that fit the following selection criteria:

1. They represented geographic areas that had made an effort to develop and implement a career education program in the local rural area.
2. They represented a rural area that had shown an interest for in-service assistance.
3. They represented a rural area that is geographically located to limit classroom teachers' attendance at available regional or national workshops or in-service sessions sponsored by institutions of higher learning.
4. They represented a rural area where financial situations is such as to prevent classroom teachers' attendance at available regional or national workshops or in-service sessions sponsored by institutions of higher learning.

The state directors were asked to exclude persons who were now serving as experts in the field of career education training and presently conducting in-service training. It was also suggested that they select people for submission who had at least a minimum background in the general concepts of career education so the workshop could focus on training techniques and strategies.

The phone calls to the state coordinators were followed by a letter (Exhibit A). Thirty-one state coordinators responded with names of potential applicants. Every person nominated was sent a letter and an application form. (Exhibits B and C).

Two-hundred and five applications were mailed out and one-hundred and three were returned. Sixty-eight people did not respond and thirty-four declined the invitation for various reasons; a ten day committment was too long to be out of the local district, illness, personal reasons, etc.

EXHIBIT A

CAREER EDUCATION PROJECT

(509) 782-1950 – 210 S. Division – Cashmere, WA 98815

RICHARD D. JOHNSON, Superintendent
BERNADETTE GRIFFITH, Director

August 25, 1978

TO: All State Career Education Coordinators and Interested Others

FROM: Mrs. Bernie Griffith, Project Director

REGARDING: The formation of a rural cadre of educators trained to conduct in-service in their respective geographic areas.

This letter follows our telephone conversation of _____. I am enclosing a profile of our funded project, the learner objectives and the criteria for selection of the participants. Please send me the names of rural educators or area educational agency personnel that you feel would benefit from the training we are offering. We hope to select teams of two people from one geographic area where possible, however where it is impossible to send two, one participant will be accepted if he/she meets the criteria. The intent of the training program is 1) to assist state coordinators and rural schools with in-service training and 2) add to the number of people who now are available for in-service training.

The fifty selected participants will receive all travel expenses and per diem. This per diem will cover lodging and meals. All project materials will be free to the participants. Each workshop will also have some space available for other participants who would like to attend and their funding would be available from state, intermediate or local agencies or funded projects. There will be no cost to these participants for the training received or materials.

Specific workshop dates have not as yet been selected but we plan one workshop for each of the following months - January, February, March and April of 1979.

After I receive the names of potential participants from you I will mail them a letter and all necessary information. I anticipate the selection process to be finished by October 15, 1978 at the latest so participants can be notified and begin preparations. If you have any questions please feel free to call me.

EXHIBIT B

CAREER EDUCATION PROJECT

(509) 782-1950 – 210 S. Division – Cashmere, WA 98815

RICHARD D. JOHNSON, Superintendent
BERNADETTE GRIFFITH, Director

TO:

FROM: Mrs. Bernie Griffith, Project Director

RE: The formation of a rural cadre of educators trained to conduct in-service in their respective geographic areas.

You have been identified, by your state career education coordinator, as an educator involved in career education and interested in receiving training to conduct career education workshops.

The Cashmere School District was funded through the Office of Career Education, USOE for a project designed to 1) plan and conduct four 10 day workshops to train fifty rural educators with the competencies and skills necessary to conduct in-service workshops and 2) to develop and make available to each of the fifty participants nine training modules.

I am enclosing the project profile and the learner objectives and outcomes to explain the project.

Because of your past involvement and interest in career education I encourage you to read the information and submit the enclosed application form and required supplemental information. A panel will select fifty from the list of nominees and these fifty will receive travel expenses, per diem while attending the workshop and all training materials.

Research has proven that training a team of two to support each other is most effective, however participation is not limited to members of a team. I also encourage potential participants to submit from areas where it is impossible to send a team.

The deadline for receiving the applications is October 6, 1978 and all participants will be notified by October 15, 1978.

If you have any questions please feel free to call me.

Encl.

BG/bms

EXHIBIT C

APPLICATION FOR RURAL CAREER EDUCATION
CADRE MEMBER

NAME _____

NAME OF TEAM MEMBER (if applicable)

_____

HOME ADDRESS _____

_____

_____

PHONE NUMBER: Home _____ Office _____

NAME OF SCHOOL SYSTEM OR EDUCATIONAL AGENCY

_____

_____

_____

_____
(address)

PRESENT POSITION _____

PRESENT DUTIES AS THEY RELATE TO CAREER EDUCATION _____

_____

_____

PAST INVOLVEMENT WITH CAREER EDUCATION (Training received, workshop/conferences attended, classroom teacher, etc.)

_____

_____

_____

PAST AND CURRENT EFFORTS OF THE SCHOOL DISTRICT/SYSTEM TO DEVELOP AND IMPLEMENT A CAREER EDUCATION PROGRAM IN LOCAL RURAL AREA _____

_____

_____

I understand and make the following commitments:

1. To become involved in teacher training.
2. To devote ten (10) days away from home to receive training.
3. To secure release from existing duties for ten (10) days at district or IEA expenses.
4. To conduct in-service within three months after receiving the training.
5. To write a report on the in-service held with pre and post evaluation data.

_____ _____
Date Signature of applicant

I authorize _____ to attend one of the training workshops to be held in the Cashmere School District, Cashmere, Washington. I also support his/her efforts to conduct in-service workshops in our local area.

_____
Superintendent

_____
Immediate Supervisor

Please indicate first and second workshop choices.

_____ January 15 - 24, 1978

_____ February 5 - 14, 1978

_____ March 5 - 14, 1978

_____ April - dates undecided

Please include with this form no more than two type written pages that speak to the following areas:

1. How you can support and assist the state coordinator of career education in providing in-service training for rural areas.
2. Why your geographic area has had difficulty in securing or receiving in-service training for your staff (i.e., geographic isolation, lack of funds, trainer unavailable, etc.).
3. Anticipated impact on staff, students and the community as a result of the training (i.e., what changes will occur).

Return to:

Career Education Project
Cashmere School District
210 S. Division Street
Cashmere, Washington 98815

SELECTION OF THE PARTICIPANTS

The project director initially screened the 103 applications. Her recommendations were not made known to the selection panel until after the panel had met and critiqued all applications. The selection panel consisting of one state career education coordinator, two local career education coordinators/supervisors and one local superintendent reviewed all applications. One reviewer was from the state of Washington and three reviewers were from other states. Each application was reviewed by these people according to the following criteria:

1. The criteria for selecting the rural areas for representation as stated on page 1 was met.
2. All questions on the application form were completed.
3. The participant had agreed to the committments as stated on the application.
4. The immediate supervisor had agreed to support post workshop activities.
5. Major consideration for selection was based on how the potential participant addressed the three topics on the application:
    1. How you can support and assist the state coordinator of career education in providing in-service training for rural areas.
    2. Why your geographic area has had difficulty in securing or receiving in-service training for your staff (i.e., geographic isolation, lack of funds, trainer unavailable, etc.).
    3. Anticipated impact on staff, students and the community as a result of the training (i.e., what changes will occur).

The selection panel select fifty-one participants and each applicant was notified. (Exhibit D). All participants were given their first choice of workshop dates. An information form was included with the letter. (Exbibit E). This form requested pertinent information regarding any services the project could offer participants to make their stay more enjoyable. Five applicants were selected as alternates and these alternates were so informed (Exhibit F).

A letter was sent to each state coordinator who had submitted names. This letter identified those who had been selected and those participants who were not selected. (Exhibit G). A letter was also sent to each of the unsuccessful participants stating why they had not been selected. (Exhibit H).

EXHIBIT D

LETTER TO SELECTED PARTICIPANTS

TO: November 2, 1978

FROM: Mrs. Bernie Griffith
Project Director

RE: Career Education Workshops
Cashmere, Washington

CONGRATULATIONS

I am delighted to inform you that you have been selected by our review committee to attend the _____ workshop in Cashmere, Washington from _____ to _____ I know that the expertise and enthusiasm that you will bring to the workshop will greatly enhance the experience for all of us. We in Cashmere are looking forward to the opportunity of working with you.

For your information I am enclosing a list of all participants who have been selected to attend the same session you will be attending. I am also enclosing a brochure that describes the Cashmere, Washington area. Along with the intensive training session we have planned several social functions and sight seeing excursions for your enjoyment.

All housing arrangements have been made for you and your airplane ticket will be mailed to you as soon as the ticketing can be arranged. All participants will fly into Seattle, Washington, where you will be picked up for the trip to Cashmere. I know each of you will enjoy this beautiful trip across the Cascade Mountains. To help us identify you at the airport please wear the name tag I have enclosed.

I have asked each of your state career education coordinators to forward to me a copy of your state plan for your use during the workshop sessions. Please bring a telephone book of your area and any career education materials you would like to share with the group.

To make your stay here most enjoyable please let me know if we can offer any of the services listed on the next page.

If for any reason you discover you will be unable to attend the workshop please notify us immediately so one of the alternates can be contacted.

Again, congratulations, and if you have any questions please do not hesitate to call or write.

EXHIBIT E

PLEASE FILL OUT AND RETURN

1. Would you like to attend church services?_____

   If so which denomination?_____

2. Would you like to ski?_____

3. Would you like a hair appointment?_____

4. Any other courtesy we can offer?_____

Although we have planned several sight seeing trips for you such as the pioneer village/ museum, a Columbia River dam, a fruit warehouse, the Bavarian village of Leavenworth, please list any other particular place you are interested in visiting. _____

_____

_____

Laundry facilities will be available.

_____
Name

_____
Address

_____

Mrs. Bernie Griffith
Career Education Project
Cashmere School District
Cashmere, Washington 98815

EXHIBIT F

Name
Address

November 2, 1978

Dear

Thank you for your interest in attending one of the career education workshops to be held in Cashmere, Washington. We received over 100 applications representing 26 states.

The review panel has completed the selection process for the fifty participants that the project can fund to attend the workshops. It was a very difficult task but I am pleased with the results.

I am sorry to state that you were not in the first fifty selections. However, the review committee did place you on the alternate list. If for some reason one of the selected participants is unable to attend the workshops for whatever reason, we will notify you to see if you are still interested. Your application would again be reviewed at that time.

I am sure you would have been a welcome addition to our workshops and I am sorry that funding is not available to involve all applicants in the training sessions.

If you have any questions regarding the review process or the project please do not hesitate to call or write.

Sincerely,

Mrs. Bernie Griffith
Project Director

EXHIBIT G

LETTER TO STATE COORDINATOR

Name
Address

November 2, 1978

Dear

I received applications from _____ persons representing the State of _____.

The review panel selected name and address _____ to attend our _____ workshop. A copy of the letter sent to _____ informing him/her of the selection is enclosed for your information.

The review panel felt that name and address , name and address and name and address were all overqualified for the training we are offering because of their past experience and involvement in career education over the past years. They have all been so notified.

I am delighted that name will attend our workshop representing the State of _____. I know that she and our staff here in Cashmere along with the rest of the participants will gain much valuable experience from the interaction with each other. I am just sorry we did not have funds to train all the people who applied.

Please send me a copy of your state plan for career education so that any work that _____ completes here will be sure to fit into the plan you have developed for the State of _____. I would also appreciate any other material that deals with career education that you feel would be worthwhile to have in working with the participants.

I will send you a complete set of all materials developed by our project this year along with the final report upon completion of the project.

I also cordially invite you to attend any of the workshops or parts of any of the workshops. As I mentioned in my early communication with you we also have some space for people who can fund their own expenses of travel and per diem.

If you have any questions regarding the selection process or the project, please do not hesitate to call or write me.

Sincerely,

Mrs. Bernie Griffith

EXHIBIT H

Name
Address

November 1, 1978

Dear

Thank you for your interest in attending one of the career education workshops to be held in Cashmere, Washington. We received over 100 applications representing 26 states.

The emphasis of the project is to select and train educators to conduct in-service in rural areas. We were looking for applicants who have the interest in career education but at the present time do not have the skills or expertise in conducting in-service training. Your application indicated that you have been involved in career education for many years and have a great deal of experience in conducting career education workshops. Therefore, the selection committee felt that you are overqualified for the training we are offering.

I am positive your expertise would greatly enhance our workshops and am sorry that funding is not available to involve you in the training sessions.

There has been much interest from others with the experience and expertise similar to yours in attending a workshop of a shorter duration. We are therefore considering holding a shorter workshop in April of 1979. If you are interested please let me know and the Cashmere School District will plan for such a workshop.

Again, thank you for your interest and your application. If you have any questions about the process of selection or the nature of the workshops please do not hesitate to call or write.

Sincerely,

Mrs. Bernie Griffith
Project Director

The selection was a difficult process but because the selection criteria as stated above was utilized the integrity of the project was ensured.

In three cases substitutions were made with qualified alternates representing the same geographic area. Two applicants cancelled 1 - 2 days before the workshop they were to attend started and no substitutions could be made on such short notice. However, these cancellations were for the first and second workshops so alternates were added for the third workshop.

In addition four participants attended at their own expense bring the total number of trained people to fifty-five. (See Appendix A for a list of the Participants).

DEVELOPMENT OF TRAINING MODULES

Training module preparation began in early September, 1978.

An outline was made for each module along with potential materials identified to be included in each module. The format to be used and how to package were major decisions that had to be made.

Various ideas regarding format and packaging were presented to key people and their input was used to make the final decision. Each of the nine modules are packaged separately in a portfolio of a different color. Trainers could then work with small amounts of material identified to a specific area of career education.

Each module, although designed for independent presentation, is an integral part of the total career education in-service training program. The modules contain essential directions and references necessary for conducting a career education in-service session.

Materials in each module include: 1) instructional plan with specific objectives, suggested procedures, resources and evaluation ideas; 2) handout masters; 3) transparency masters; 4) resource material/background information; and 5) suggested strategies which include a more detailed instructional plan and how-to techniques for using the handouts and transparencies. A bibliography listing additional resources is also included in each module and lists only resources available to all. These materials are color coded in each module as follows:

1. Foreword, Table of Contents, List of Participants and Instructional Plan -- Blue
2. Handout masters -- White
3. Transparency masters -- Green
4. Resource material -- Yellow
5. Bibliography -- Goldenrod

Draft copies of all nine modules were compiled. Dr. Janet Shelver, Sioux Falls, South Dakota critiqued each module before initial printing.

Each module was field tested during the ten day workshops with additional field tests conducted by the participants in their respective geographic areas. Modifications were made in the modules and additional materials/resources were added to the modules based on input from workshop participants.

The majority of the materials included in the modules were developed by or compiled by the Cashmere School District staff. However, other educators/agencies have contributed materials and acknowledgement is given to the person(s) or agency who developed the materials.

The content of each module is divided into specific topics. The trainer can then select specific topics depending on the participating group.

All modules are designed so that all topics can be used in their entirety, topics can be used by themselves or parts of topics can be combined. This allows the trainer the flexibility to design in-service programs that fit the specific needs of the respective geographic area. All modules are also designed so that materials and resources that reflect the needs of respective geographic areas can be substituted for the materials included in the module and trainers are encouraged to do this.

The trainer could use transparency masters as handouts; handouts as transparencies and resource materials as handouts. The identification of specific materials for use as handouts, transparencies or resource materials was the arbitrary decision of the editor.

THE NINE TRAINING MODULES

MODULE A "PLANNING, CONDUCTING AND EVALUATING CAREER EDUCATION WORKSHOPS"

Module A "Planning, Conducting and Evaluating Career Education Workshops" was developed for use by trainers, workshop leaders and/or in-service coordinators. It is intended that the person utilizing the module will have the necessary background information and materials to plan, conduct and evaluate career education workshops or in-service sessions with a high degree of success.

The specific topics included in Module A are:

TOPIC I

Trainers are aware of tasks necessary to plan a career education workshop.

TOPIC II

Trainers are aware of strategies and techniques useful in conducting a career education workshop.

TOPIC III

Trainers are aware of techniques and instruments used to evaluate career education workshops.

TOPIC IV

Trainers are aware of post workshop activities.

Module A, unlike all other modules is designed specifically for those persons who are in charge of planning and conducting workshops or in-service sessions. The topics are presented as a systematic approach for working with workshops. The material included and the techniques outlined will hopefully aid those persons assigned with the job of working with adult learners.

MODULE B "INTRODUCTION AND ORIENTATION TO CAREER EDUCATION"

Module B "Introduction and Orientation to Career Education" has been developed for use with a variety of groups: administrators, community persons, service groups, school board members, and the instructional staff and support personnel of a local school district. It is intended that the trainer utilizing this module will have the necessary background information and materials necessary to conduct in-service training in the Introduction and Orientation to Careeer Education.

This module provides the trainer with information and resources needed to become familar with common definitions related to career education and the rationale of career education as it has developed nationally. This module also provides resources necessary to understand and present career education concepts such as the eight elements and major areas or divisions of career education.

The four specific topics included in Module B are:

TOPIC I

Participants can define "career education", "career development", and "career guidance" and be aware of the differences.

TOPIC II

Participants can develop a rationale/need for career education.

TOPIC II - OPTION

Participants can develop a rationale/need for career education in Bush Alaska.

TOPIC III

Participants can describe the relationship of career awareness, career exploration and career preparation/emphasis.

TOPIC IV

Participants are aware of the eight elements of career education as represented in the National Standard Model for Career Education.

MODULE C "CAREER EDUCATION CURRICULUM DEVELOPMENT"

Module C "Career Education Curriculum Development" has been developed for use with all educators particularly classroom teachers, curriculum coordinators and guidance personnel. It is intended that the trainer utilizing this module will have the necessary background information and materials necessary to conduct in-service training in curriculum development.

The major concept presented in this module is the process of career education curriculum development. While career education "treatment" can be delivered to students at all levels as a separate course, as an add-on to the school day, or as an infusion process into all curricula, the philosophy for this training model is that career education is not a separate discipline and with some training classroom teachers can become quite adequate in the infusion process.

Career Education relates to all subject areas, and the selection or development of goals and objectives for student learning should embody the concepts of career education. Decision-making, self-awareness, economic awareness, appreciations and attitudes, educational awareness, career awareness, skill awareness and beginning competencies and employability skills are inherent in any curricula.

Module C is designed to assist the trainer through the developmental processes. This is accomplished through assessment of present career education curriculum evaluation. This module is basic to developing and implementing career education curriculum. It utilizes information and resources included in Modules B, D, E, F G and H to make things happen for kids. It would be difficult to use this module in isolation without incorporating the resources and materials included in the other modules.

Various accepted models are available for educators in updating and/or designing career education curriculum. This module, utilizing a format similar to other educational design models: "What is"?, "What should be"?, "How do we get there"? and "How well have we done"?, will provide the framework to facilitate career education curriculum development. At this revision and planning stage, it is mandatory to have knowledge and information of local district needs.

The seven specific topics included in Module C are:

TOPIC I

Participants can define curriculum and support the need for a systematic approach to curriculum development.

TOPIC II

Participates can describe a process for career education infusion.

TOPIC III

Participants can name the fifteen clusters and identify five occupations under each cluster.

TOPIC IV

Participants can identify a variety of teaching/learning techniques and develop a career education activity for one or more techniques.

TOPIC V

To select or write career education student learner objectives and activities which infuse career education concepts into the existing curriculum.

TOPIC VI

To describe how "Timely Topics" can be utilized in the teaching/learning process.

TOPIC VII

To be aware of the relationship between leisure time activities and career education concepts.

MODULE D "INVOLVING THE COMMUNITY: INTERACTION BETWEEN THE WORLD OF WORK AND THE WORLD OF EDUCATION"

Module D "Involving the Community: Interaction Between the World of Work and the World of Education", has been developed for use with educators and persons in the broader community. It is intended that the trainer utilizing the module will have the necessary background information and materials to conduct in-service training in identifying, developing and utilizing community resources.

The utilization of the community as a resource bank is key to the ideas and concepts of career education. For students to develop their careers, the community's participation in career education is essential. This implies that the community will do more than support career education; the community and educators will collaborate in the teaching learning process. Active participation and collaboration are needed among staff, community persons, students and parents for a career education program to be viable and lasting.

This module will provide the trainer with information and resources needed to conduct in-service sessions toward this end. It is recognized that some rural schools have virtually no community resources to draw on. It is hoped, however, that by using the creative talent of staff members some of these materials and ideas can be adapted and used.

The specific topics included in Module D are:

TOPIC I

Participants can state a rationale for use of community resources to enhance classroom curriculum.

TOPIC II

To develop a community resource directory listing identified community resources.

TOPIC III

To outline a plan for using community resources to enhance a career education program.

TOPIC IV

To develop a plan that involves parents in career education.

MODULE E "RECOGNIZING AND REDUCING SEX, RACE AND ETHNIC BIAS IN BEHAVIOR AND INSTRUCTIONAL MATERIALS

Module E "Recognizing and Reducing Sex, Race and Ethnic Bias in Behavior and Instructional Material" has been developed for use with educators, parents and concerned others. It is intended that the trainer utilizing this module will have the necessary background information and materials necessary to conduct in-service training in recognizing and reducing bias.

Many improvements have been made in education in this area but serious problems still exist. Until such time as all people have access to equal employment opportunity and achieve full participation in progressive socioeconomic status and other institutional benefits, educators must be aware of and prepared to work toward accomplishing this goal.

This module will provide the trainer with information and resources needed to conduct in-service sessions toward this end.

The specific topics included in Module E are:

TOPIC I

Participants are aware of sex, race and ethnic bias that exist in schools and society.

TOPIC I - OPTION

Educators on a Native American reservation will recognize examples of ethnic bias.

TOPIC II

Participants can identify relevant vocabulary.

TOPIC III

Participants increase awareness of sex, race and ethnic bias in instructional materials.

TOPIC IV

Participants are aware of sex bias inherent in everyday language usage.

TOPIC V

Participants can select or develop a student activity designed to reduce sex, race or ethnic bias.

MODULE F "CONSTRUCTING CAREER EDUCATION GAMES, BULLETIN BOARDS AND ACTIVITY KITS

Module F "Constructing Career Education Games, Bulletin Boards and Activity Kits" was developed for use with educators who have been involved with career education for one or more years and are comfortable with infusing the concepts into their curriculum. It is intended that the trainer utilizing this module will have the necessary background information and materials necessary to conduct in-service training in designing and making bulletin boards, games and activity kits that will enhance the curriculum.

Module F is not essential to the implementation of a comprehensive career education program but is a "fun" module that teachers and others enjoy.

It can be presented by itself or any of the topics can be integrated into another workshop for variety and a change of pace.

The specific topics included in Module F are:

TOPIC I

Participants are aware of how teacher made materials can be used to enhance a career education concept.

TOPIC II

Participants can develop a game that will enhance career education goals and objectives.

TOPIC III

Participants can design and/or develop a bulletin board that will enhance career education.

TOPIC IV

Participants can construct a "Shoe Box" which will provide students with informative and "Hands-On" experiences concerning a single concept about the world of work.

MODULE G "ESTABLISHING A STUDENT CAREER EDUCATION RESOURCE CENTER"

Module G "Establishing a Student Career Education Resource Center" has been developed for use with educators particularly librarians, media specialists and guidance personnel. It is intended that the trainer utilizing this module will have the necessary background information and materials necessary to conduct inservice training in establishing a student resource center.

Along with the emergence of "Career Education" and "Career Guidance" came an expansion of materials designed/developed to assist students with career planning and decision making. Career resource centers are designed to organize resources into a system that makes them available to users of a center.

This module will provide the trainer with information and resources needed to conduct in-service sessions toward this end.

The specific topics included in Module G are:

TOPIC I

Participants are aware of: a) the function of a student resource center and b) the function of the instructional media specialist.

TOPIC II

Participants can identify types of available student career education resources.

TOPIC III

Participants can identify and catalogue student career education materials.

TOPIC IV

Participants can develop an organizational and implementation plan for a student career education resource center.

TOPIC V

Participants are aware of a system that can be used to classify/catalogue career education materials beneficial for staff development.

(It was determined to include V with module G as it deals with cataloging career education resource material for staff development and establishing a resource center for educators use).

MODULE H "EVALUATING CAREER EDUCATION PROGRAMS, STUDENT OBJECTIVES AND MATERIALS

Module H "Evaluating Career Education Programs, Student Objectives and Materials" was developed for use by trainer, workshop leaders and/or in-service coordinators.

Persons using this module should have a basic background in evaluation concepts and strategies and a basic working knowledge of career education and student learning objectives.

Module H is designed specifically for those persons who are in charge of planning and conducting workshops or in-service sessions. It might be used by classroom teachers as a self-instructional tool, but only if the teachers possess a fairly broad understanding of education evaluation, career education, and student learning objectives.

TOPIC I

Participants can demonstrate increased knowledge and understanding of evaluation concepts.

TOPIC II

Participants can demonstrate increased skill in developing strategies for evaluating student progress on learning objectives and in designing evaluation items and instruments.

TOPIC III

Participants can demonstrate increased skill in evaluating career education materials.

TOPIC IV

Participants can demonstrate increased skill in evaluating career education workshops.

TOPIC V

Participants can demonstrate increased skill in evaluating career education programs and/or projects.

MODULE I "IMPLEMENTING A K-12 COMPREHENSIVE CAREER EDUCATION PROGRAM

Module I "Implementing a K-12 Comprehensive Career Education Program" has been developed for use with educators, school board members, community persons, local service organizations and parents. It is intended that the trainer utilizing this module will have the necessary background information and materials necessary to conduct in-service for all components dealing with a comprehensive program.

Two major concepts are present in Module I: 1) What is needed in a comprehensive program? and 2) Who are the "actors" needed to implement a comprehensive program?

Module I is designed to assist the trainer to work with all the "actors". This module is basic to planning and implementing a career education program in the local district and brings together information and resources included in Modules B, C, D, E, F, G and H.

The specific topics included in Module I are:

TOPIC I

Participants are aware of strategies to plan and implement a K-12 comprehensive career education program based on a local needs assessment.

TOPIC II

Participants are aware of the potential role of all groups/individuals included in a comprehensive program.

TOPIC III

Participants can outline the steps and persons responsible for forming an advisory committee in the local area.

TOPIC IV

Participants are aware of the need for and the how to achieve good public relations.

HOUSING AND TRANSPORTATION

Initially four ten-day workshops were planned; one each for the months of January, February, March and April, 1979. Only three participants selected the April workshop date, therefore it was determined to hold three workshops. The specific dates for the three workshops were identified in early September, 1978. Much consideration was given to select dates that fit into the school calendar and that did not conflict with national holidays.

In planning for housing two alternatives were available; either house the people in the local motel or house the participants in Wenatchee, a larger city 15 miles away. All participants were housed at the local motel - The Village Inn, which worked very well. The Village Inn is within walking distance to the school administration building where the workshop sessions were held. The Village Inn provided a hospitality room for the duration of the workshops. Coffee was ready each morning at 6:00 a.m. and the hospitality room contained a small kitchen and refrigerator. This room was well used by the participants for informal gatherings and as a message center.

All travel arrangements were made with a local travel agency. This involved maximum planning as people were travelling from small rural isolated towns to a small rural town. Therefore, travel arrangements had to be made to and from major transportation centers. It was decided that the most effective and enjoyable way to get participants from Seattle to Cashmere was by using the district school bus for the three hour ride. The project attempted to schedule people in and out of Seattle within a five hour time span. A hospitality room was made available by the travel agency at the Airport Holiday Inn. As soon as all arrangements were made a letter was sent to each participant. (Exhibit I.) All but a few participants arrived at SeaTac International Airport, Seattle on the Sunday of the workshop; these few had to come in a day early. The project director and her husband rode the school bus to Seattle and met each of the incoming planes. Participants were asked to wear nametags so they could be identified. Each participant was met, assisted with their luggage and sent on to the hospitality room to await the remainder of the group.

EXHIBIT I

CAREER EDUCATION PROJECT

(509) 782-1950 – 210 S. Division – Cashmere, WA 98815

RICHARD D. JOHNSON, Superintendent
BERNADETTE GRIFFITH, Director

TO: All February 4 - 14, 1979 workshop participants

FROM: Bernie Griffith, Project Director

RE: Additional Information

TRAVEL: Curtis C Travel Agency has now ticketed all February participants. The tickets will be mailed the first of next week. If you have not received your ticket by January 24, 1979 please call me immediately.

All participants will arrive at SeaTac International Airport, Sunday, February 4. Curtis C has arranged a hospitality room for your convenience at the Airport Holiday Inn. Upon arrival Sunday, claim your luggage and call Holiday Inn on the courtesy phones located near the luggage claiming area. They will send a courtesy car to pick you up. When you reach the Holiday Inn ask for the Career Education courtesy room. The Cashmere bus will meet you at the Holiday. I will be there early Sunday morning and will meet as many of you as I can at your arrival gate. Please wear your name tag so I can recognize you.

HOUSING: Rooms have been reserved for you at the Village Inn, Cashmere. Every one will have a single room unless you have made other arrangements with me. The following phone numbers are for your convenience.

Village Inn	(509) 782-3522
Career Ed. Office	782-1950
Administration Office	782-3355
My home	782-1520

For management purposes, the project will pay the motel directly for all rooms.

MEALS: It would be most convenient for the project if you pay for your meals and then we will reimburse you at the district rate of $16.00 per day or $3.00 for breakfast, $4.50 for lunch and $8.50 for dinner. If, however, this arrangement will work a hardship on you please let me know immediately and I will arrange an advance for you upon your arrival.

CHURCH: For those wishing to attend church services, we are making arrangements for a member from the specific denomination you requested to pick you up at the motel and take you to church with them.

SKIING: There are two types of skiing in our area - downhill and cross country. Marie Kane, Janice and Gordon Irle, members of our staff have offered to host all who wish to downhill ski at Mission Ridge out of Wenatchee.

Dick and Coleen Holmer, also members of our staff have offered to take anyone who wishes cross country skiing. For those of you who have never tried skiing but indicated you would like to try we recommend cross country. Equipment can be rented in Wenatchee.

JOGGING: Dick Holmer jogs and will be most happy to meet those of you who wish to jog at the motel each morning.

CLOTHES: It is wintertime in Cashmere. Today we have a foot of snow on the ground and the temperature is 32 degrees. The sun is shining and it is beautiful. For those of you who have winter clothes bring them - boots, jacket, hat, gloves, etc. If you do not have winter clothing and cannot borrow a jacket or boots don't worry. Unless you plan on wintertime activities such as skiing you can get by. We will always have transportation available and most sidewalks are shoveled regularly.

Informal clothes will be in vogue for the workshop - slacks, pant suits sport shirts, etc. However, you might want to bring some more formal wear for the times we dine out - women a dress and men a tie. That is not required and entirely up to you to be comfortable.

CREDIT: Central Washington State University will grant three quarter graduate credits upon completion of the workshop. The cost will be $63.00 total. For those of you wishing credit, registration will take place the first day of the workshop.

If by chance you have travel problems, late planes, missed connections, etc. we will use the airline carrier you travelled on, the Travellers Aid Desk in the airport or the Holiday Inn to get or leave messages.

If you have any specific questions please do not hesitate to call me. Otherwise I will see you Sunday the 4th and have a good trip. I and all the staff and community are looking forward to a full ten days of fun and work.

As soon as all participants arrived the bus left for Cashmere. Upon arrival in Cashmere, participants checked in at the motel. Rooms with kitchens were provided to people on special diets and participants who had brought spouses. Dinner on Sunday night was prepared and given by the Superintendent and his wife at their home. The bus ride and the social affair on Sunday provided the participants with an opportunity to get to know each other and the project staff before the actual training took place.

Local transportation was provided by the school district. The nine passenger van and the school car were turned over to the participants for their use. This arrangement allowed the participant the flexibility of sight-seeing and eating in surrounding communities.

Weather conditions around the nation prohibited all participants from arriving on time for the January and March workshops. Five of the people arrived late for the January workshop and two arrived late for the March workshop. These people either caught the commuter flight from Seattle to Wenatchee or rode the Greyhound Bus.

WORKSHOPS

All sessions of the workshop were held in the board room of the administration building. This room was available for the total ten days exclusively for workshop use.

The workshop agenda (Exhibit J) was carefully planned to provide training time, work time for participants, interaction time and leisure time. It was recognized that each of the participants had much to offer to each other therefore time was allowed for interaction and sharing.

The format for each workshop was initially the same. Changes in the format of subsequent workshops were made based on evaluation of preceding workshops.

The workshop content was designed so every participant was involved with instruction presented by workshop staff, and had the opportunity for interaction with staff, community, administrators and other participants. They also had time for individual work sessions. The workshop gave participants the opportunity to become aware of the many available audio, visual and other resources which enhance orientation or in-service training sessions. All resource materials were available for previewing throughout the workshop.

Each participant had the opportunity to consult with any staff member in the Cashmere School District and had time to outline and prepare his/her in-service training plan to take "home" to conduct with the respective staffs.

All participants were exceptional people with a high degree of motivation, enthusiasm and ability. The interaction between the participants and the local staff and among the participants themselves was a very positive outcome of the workshops.

The community and total school staff made the participants feel welcome and several activities were planned for the participants - pot luck dinners, buffet dinners, salad lunches, student functions and local sight seeing.

EXHIBIT J

WORKSHOP AGENDA

March 4 - 14, 1979

SUNDAY - DAY ONE	
11:00 - 3:00	Participants arrive at SeaTac
3:00 - 6:00	Bus trip to Cashmere, Washington
6:30	Check in at local motel
7:00	Dinner
MONDAY - DAY TWO	
9:00 - 9:15	Greet participants Register for college credit Coffee and visit
9:15 - 10:00	Formal welcome - Dick Johnson, Superintendent
10:00 - 10:30	Explain purpose of workshop General information Reveiw agenda Review expected outcomes
10:30 - 10:45	Get acquainted activity & Coffee break*
10:45 - 11:00	Pre test
11:00 - 12:00	Overview and history of career education in Cashmere
12:00 - 2:00	Lunch
2:00 - 2:30	Explain modules
2:30 - 3:30	Module B "Introduction and Orientation to Career Education" - slide/tape presentation
3:30 - 3:45	Coffee break
3:45 - 4:30	Orientation to staff resource materials - pass out Module G "Resource Centers"
Evening	Dinner

*Coffee, tea, juice and soft drinks are available throughout the workshop sessions.

TUESDAY - DAY THREE	
9:00 - 12:00	Career Education in the Middle School - Advisor/Advisee Program - Specific classrooms and media center
	Randy Hauff and the middle school staff
12:00 - 1:00	Lunch - Vale School
1:00 - 3:15	Career Education in the Elementary School
	Con Lautensleger, et al.
3:15 - 4:30	Module F "Games, Bulletin Boards and Teacher Made Activity Kits"
Evening	Dinner
WEDNESDAY - DAY FOUR	
8:30 - 9:00	Film: Columbia River
9:00 - 12:00	Career Education in the High School
	Tom Pickett, Principal, Bill Kelly - Career Education and Disciplines, Bob Griffith - Cooperation Between Voc. Ed. and Academics, Advisor/Advisee Program, Colleen Kelly - Media Center
12:00 - 1:00	Lunch
1:00 - 3:00	Aplets and Cotlets field trip - optional
3:00 - 5:00	Module D "Involving the Community" slide/tape presentation
Evening	Dinner
THURSDAY - DAY FIVE	
9:00 - 10:30	Module E "Recognizing and Eliminating Race and Sex Bias in Behavior and Materials"
10:30 - 10:45	Coffee break
10:45 - 12:00	Module A "Planning, Conducting and Evaluating Workshops"
12:00 - 12:45	Lunch
12:45 - 4:00	Field trip to Rocky Reach Dam - optional
Evening	Dinner

FRIDAY - DAY SIX	(Participants will have completed critique of one module)
9:00 - 11:00	Module C "Writing/Developing Curriculum"
11:00 - 12:00	Participant sharing
12:00 - 1:00	Lunch
1:00 - 3:00	Proposal writing
3:00 - 4:30	Module I "Developing a Comprehensive Program"
Evening	Dinner
SATURDAY - DAY SEVEN	
9:00 - 12:00	Module H "Evaluation Strategies and Techniques" Art Keith
	Afternoon Free
2:30	Shopping at Leavenworth - optional
Evening	Dinner at Leavenworth - optional
SUNDAY - DAY EIGHT	Free day - church services, skiing, etc.
MONDAY - DAY NINE	(Participants will have completed a game or bulletin board. Participants will have completed sample agenda.)
9:00 - 10:00	Participants prepare sessions to present to small groups
10:00 - 10:15	Coffee break
10:15 - 12:00	Continue to prepare session for presentation to group
12:00 - 1:00	Lunch
1:00 - 2:00	Sharing time
2:00 - 4:30	Continue to prepare session for presentation to small group
	(Individual conferences between participants and workshop leaders)
Evening	Dinner

TUESDAY - DAY TEN	
9:00 - 12:00	Participants present to small group
12:30 - 1:30	Lunch
1:30 - 2:30	Share games and bulletin board ideas
3:30 - 4:30	Evaluation of workshop and wrap up
Evening	Dinner
WEDNESDAY - DAY ELEVEN	
7:30	Leave Cashmere for SeaTac and flight home

Upon completion of each workshop the Cashmere School District Superintendent sent a letter to each participant who attended with copies to their immediate supervisor and their state career education coordinator. (Exhibit K.)

Communication was maintained with all state coordinators following the workshops. (Exhibit L and M.)

Communication was also maintained with each of the participants by letters from the project director. These letters included project information and excerpts from letters received from other participants.

Pictures of the total group were taken during each session by the Cashmere school photographer. A copy of the group picture was given to each participant, and individual pictures of participants were also taken and given to them for use in their local papers.

EXHIBIT K

RICHARD D. JOHNSON
Superintendent

PHONE 782-3568

SCHOOL DISTRICT NO. 222

CASHMERE PUBLIC SCHOOLS

CASHMERE, WASHINGTON 98815

February 5, 1979

Donald Shook
615 Snow Ave
Special Education
Richland, WA 99352

Dear Don:

This is just a note to thank you for participating in our career education workshop. Your interest in career education and your dedication during the workshop really helped to make it a success.

Professional people of your caliber are a definite asset in any school district. Thanks again for your contribution.

Sincerely,

Richard D. Johnson
Superintendent of Schools

RDJ:cs

cc: Donald Ray, Director
Bert Bell, Supervisor

EXHIBIT L

CAREER EDUCATION PROJECT

(509) 782-1950 – 210 S. Division – Cashmere, WA 98815

RICHARD D. JOHNSON, Superintendent
BERNADETTE GRIFFITH, Director

May 2, 1979

TO: STATE CAREER EDUCATION COORDINATORS

FROM: BERNIE GRIFFITH

REGARDING: Update on training project

This communication is to give you an update on the training project. We have successfully completed the three workshops and I must say I am most pleased with the results. The people you recommended as participants were all outstanding individuals. I have never in my life worked with such great people. This I attribute to your selection. These three groups were what made the workshops such a success. They immediately formed into cohesive groups and attacked the task at hand with diligence and vigor. They also had a good time and so did I and my staff.

I am now in the process of completing the final drafts of the nine training modules and have finished two. The revisions and additions based on the participants recommendations and input will be sent to each of them to replace the draft copies they took with them. I will wait and send each of you all the modules as a unit when they are completed unless I hear from you. This should be by the end of June, 1979.

I would like to hear your reaction to the training if you have had the opportunity to meet with the participants.

I wish funding would have been availalbe to have trained all who applied. We did have two cancellations at the last minute but because of the bad weather conditions during the January and March workshops these budget amounts were needed to change travel arrangements and to bring people from Seattle to Cashmere via Greyhound bus, commuter airlines, etc.

I want to thank each of you for the wonderful cooperation you gave me in the selection of participants from your state. You can be very proud of

If I can ever be of any assistance to you with follow up training, materials, etc. please feel free to call on me.

EXHIBIT M

CAREER EDUCATION PROJECT

(509) 782-1950 – 210 S. Division – Cashmere, WA 98815

RICHARD D. JOHNSON, Superintendent
BERNADETTE GRIFFITH, Director

TO: ALL STATE CAREER EDUCATION COORDINATORS

FROM: Bernie Griffith, Project Director

DATE: July 27, 1979

RE: Completed Training Modules

A major task of the Career Education Project "Rural Career Education Teacher Training Cadre", funded from OCE, was to develop nine training modules. These modules have now been completed in their final form and a complete set is enclosed for your use; available to you as part of the dissemination component of the project.

Any or all of these materials may be reproduced by you to use with educational agencies or school systems in your state. We do ask however, that the project be given credit for development.

The Cashmere School District, because of many requests received, will also make available additional copies for $45.00 a set (our cost of printing and mailing) to you or others who might want a set.

The final report for the project will be completed sometime in September and each of you will receive a copy.

For those of you who had participants in one of the three workshops, I sincerely thank you for the opportunity to work with each one of them. I have grown both professionally and personally as a result of this opportunity.

If in the future I can be of assistance to you please do not hesitate to call on me.

FOLLOW-UP

The "proof is in the pudding" as they say and to really evaluate the effectiveness of the project it is necessary to follow up with the participants to see what has happened in their local geographic areas as a result of their training.

To date all but seven participants have sent reports back to the project on orientation sessions, 1-3 hour in-service sessions and one week workshops that have been conducted by them as a result of the project training. These reports have been both informal such as excerpts in letters and formal with copies of agenda's, materials used and evaluations.

Documentation will continue throughout the 1979-80 school year of results of the training project. The total documentation will then be compiled as an addendum to this final report.

PART II

THIRD PARTY EVALUATION

EVALUATION REPORT

This report contains evaluation findings for the 1978-79 career education grant Training a Cadre of Rural Educators to Conduct Career Education In-Service. The goal of this program has been to demonstrate the most effective methods and techniques for the training and retraining of persons for conducting career education programs. The procedures for accomplishing this goal was to develop and field test a set of nine teacher training modules and to conduct training for fifty (50) participants who are key rural educators selected from geographic regions to represent the United States.

The program, directed by Bernadette Griffith of the Cashmere School District No. 222, Cashmere, Washington, was designed to fulfill three project objectives: 1) to train a cadre of rural educators to conduct career education in-service and to increase their knowledge and skill; 2) to demonstrate materials and strategies appropriate for career education workshops; and 3) to develop a set of nine training modules that can be used by rural educators to conduct in-service.

This evaluation report has been prepared by Dr. J. Arthur Keith, Professor of Education, Central Washington University, Ellensburg, Washington.

The role of the third party evaluator has been to design and conduct an evaluation of the project in accordance with the three objectives which were stated above. In a series of meetings with the Project Director, Bernadette Griffith, the evaluator clarified project goals and objectives. Essentially, the process of evaluation which culminates with this final evaluation report was one of collecting, tabulating, analyzing, and summarizing data to describe progress in meeting each of the project objectives found on pages 13 and 14 in the project proposal. The data was collected by the evaluator through interviews with the project director and participants; through observation of project activities; through a pre-test and post-test administration of a set of questionnaires used in the three training workshops; through inspection and critique of the modules; and through inspection of records and documents of the project.

The remainder of this report has been divided into four sections. Each of of first three sections reports the findings for one of the project objectives; the last section contains a summary of the evaluation report. The format for reporting each of the three objective sections is similar. A statement of the objectives is followed by a description of data collection and analysis techniques. The data report and analysis portion displays the data in table form, when appropriate, or in narrative form. The last section of the report contains evaluative statements regarding the evaluator's estimates of project success in meeting the project objectives.

OBJECTIVE 1: Rural cadre who participate in the training workshops will increase their skills in several career education activities (identified as skill objective a-g) and will increase their knowledge of several career education concerns and concepts (identified as knowledge objectives h-l).

Learner Objectives

As a result of a ten day workshop rural cadre members will:

a. demonstrate increased skills in techniques for involving the broader community (i.e., members of business, labor, industry, professions, government, community agencies and parents).

b. demonstrate increased skills in writing curriculum units.

c. demonstrate increased skills in recognizing and eliminating stereotyping in materials and curriculum.

d. demonstrate increased skill in designing and setting up a resource room.

e. demonstrate increased skill in developing games, bulletin boards and teacher-made materials.

f. demonstrate increased skill in planning an agenda for in-service.

g. demonstrate increased skill in the use of training modules to conduct in-service.

h. increase their knowledge in forming and utilizing community advisory committees.

i. increase their knowledge of strategies and techniques useful in convincing administrators, school board members and staff to support the implementation of career education.

j. increase their knowledge of developing a comprehensive career education program based on a needs assessment.

k. increase their knowledge of appropriate use of commercially produced and teacher-made materials.

l. increase their knowledge of techniques and strategies appropriate for planning and conducting career education workshops.

Data Collection and Analysis Techniques

Data which have been used to assess the success of this project in accomplishing objective 1 have been collected primarily through the administration of a pre-test and post-test. The pre-test/post-test was developed by the evaluator based on the specific objective listed above.

Each of the participants in the first two 10-day workshops completed a self-report of knowledge and skill at the beginning and at the end of the training workshop. The pre-test and post-test instrument was modified for the third workshop and participants assessed their knowledge and skill on the basis of a self-report of their entry and exit levels; this report was completed during the final day of the workshop. A sample instrument used for the third workshop is shown in Appendix B ; the questions were identical for all workshops. The only difference was that participants completed the self-report twice in the first and second workshops as a pre-test and as a post-test. A total of fifty-three (53) participants completed the self-report for knowledge and skill; 14 in January, 20 in February and 19 in March. The responses for each training session were tabulated and analyzed for change in pre-test/post-test scores. The data for participants in all three workshops were combined for analysis purposes. Data are reported as average scores for each item on the self-report of knowledge and skill instrument. The change from pre-test to post-test score is then reported. No statistical comparison was made.

Data Report and Analysis

A five point scale was used by participants to rate their knowledge and skill: 1 = truly outstanding; 2 = superior; 3 = good; 4 = fair, average; and 5 = below average, poor. All scores are reported as averages; scores from the three workshops are combined.

While the administration of the instrument was different for the third workshop, (as explained above), no appreciable differences in scores was present that could not have also resulted from administering the instrument to different groups of people.

Table 1 reports the knowledge section of the instrument and shows the average pre-test, post-test, and the change from pre-test to post-test for each of the workshops held in January, February and March. Combined averages for the pre-test, post-test, and the change in score are also displayed.

TABLE 1 - KNOWLEDGE

Knowledge is the possession of concepts and/or information.

Rate the level of your present knowledge by circling the number which most accurately describes your knowledge in the following areas. Use the following scale throughout this evaluation:

1 = Truly Outstanding
2 = Superior
3 = Good
4 = Fair, Average
5 = Below Average, Poor

1. Ways to form and use community advisory committees.
2. Techniques to convince administration school board members, and school building staff to support the implementation of career education.
3. Ways to develop a comprehensive career education program.
4. Characteristics of a comprehensive career education program.
5. Appropriate use of commercially produced and teacher-made materials.
6. Characteristics of successful career education workshops.
7. Ways to change community attitudes and bias.

	JANUARY			FEBRUARY			MARCH			COMBINED		
Item#	Pre-Test	Post-Test	Change	Pre-Test	Post-Test	Change	Pre-Test	Post-Test	Change	Pre-Test	Post-Test	Change
1	3.86	2.71	1.15*	3.50	2.35	1.15	3.47	2.11	1.36	3.61	2.39	1.22
2	3.86	2.21	1.65	3.60	2.30	1.30	3.63	2.05	1.58	3.70	2.19	1.51
3	3.86	2.14	1.72	3.75	1.85	1.90	3.89	2.11	1.78	3.83	2.03	1.80
4	3.71	1.79	1.92	3.30	1.60	1.70	3.79	2.05	1.74	3.60	1.81	1.79
5	3.43	2.14	1.29	3.55	1.85	1.70	3.47	2.00	1.47	3.48	2.00	1.48
6	3.79	1.79	2.00	3.45	1.55	1.90	4.16	1.63	2.53	3.80	1.66	2.14
7	3.85	2.64	1.21	3.85	2.05	1.80	3.73	2.16	1.57	3.81	2.28	1.53
Average-Items 1-7	3.77	2.21	1.56	3.57	1.93	1.64	3.73	2.02	1.71	3.69	2.05	1.63

*All change scores are in the same direction, from a higher pre-test score to a lower (and better) post-test score.

The combined average pre-test score for all seven knowledge items was 3.69; the post-test score was 2.05. The gain was 1.63 points. Participants went from a self-report of between Good and Fair, Average to one of Superior. The March workshop participants reported a gain of 1.71 from 3.73 to 2.02; the February participants reported a gain of 1.64 from 3.57 to 1.93; the figure for the January participants was 1.56, 3.77, and 2.21 respectively.

The item with the most gain (2.14) using the combined workshop averages, was item #6, charactertistics of successful career education workshops and the item with the least gain (1.22) was item #1, ways to form and use community advisory committees. Participants reported least knowledge on the pre-test for item #3 ways to develop a comprehensive career education program; the score was 3.83. Participants reported item #6 as the item which they possessed the most knowledge about; this was also the item with the largest reported gain. The highest individual pre-test score was 4.16 for item #6 in the March workshop; the lowest post-test score was 1.55 for item #6 in the February workshop. The largest gain from pre-test to post-test was 2.53 for item #6 in the March workshop; the least gain was for item #1 in both the January and February workshops.

While there is variation in the gain in knowledge reported by participants in the three workshops for the seven items, the range of variation is not large. The consistent reporting of an increase in knowledge on all seven items would indicate that the project objectives were met: Participants reported a gain in knowledge of career education concerns and concepts as stated in objectives 1h - 1l.

The reported increase in skill was assessed in two parts: increase in performing the skill and increase in ability to teach others the skill. Table 2 reports the average pre-test, post-test, and the change from pre-test to post-test for each of the workshops and for the average of all workshops.

TABLE 2 - SKILL - PART A

Skill is the ability to carry out a set of steps leading to completion of a task.

Rate your present skill level by circling the number which most accurately describes how well you think you can perform skills:

8. Involve the broader community (members of business, labor, industry, professions, government, community agencies, and parents) in career education activities.

9. Conduct a career education needs assessment.

10. Write curriculum units which infuse career education.

    a. Write career education objectives.
    b. Develop teaching strategies to implement the career education objectives.
    c. Select/develop career education materials.

11. Evaluate student progress on career education objectives.

12. Recognize stereotyping in materials and curriculum.

13. Reduce or eliminate stereotyping in materials and curriculum.

14. Design and set-up a career education resource room.

15. Develop games, bulletin boards, or activity kits for career education.

16. Plan a career education in-service program for a school district.

17. Write an agenda for career education in-service workshop.

18. Use training modules to plan in-service.

19. Use training modules to conduct in-service.

	JANUARY			FEBRUARY			MARCH			COMBINED		
Item #	Pre-Test	Post-Test	Change	Pre-Test	Post-Test	Change	Pre-Test	Post-Test	Change	Pre-Test	Post-Test	Change
8	3.43	2.29	1.14*	3.40	2.05	1.35	3.68	2.21	1.47	3.50	2.18	1.32
9	3.79	2.50	1.29	3.60	2.05	1.55	3.63	2.21	1.42	3.67	2.25	1.42
10	3.85	2.21	1.64	3.30	1.70	1.60	3.89	1.84	2.05	3.68	1.92	1.76
10a	3.36	2.00	1.36	3.10	1.90	1.20	3.73	2.21	1.52	3.40	2.04	1.36
10b	3.64	2.29	1.35	3.30	1.80	1.50	3.73	2.16	1.57	3.56	2.08	1.48
10c	3.79	2.21	1.58	3.45	1.90	1.55	3.42	1.84	1.58	3.55	1.98	1.57
11	3.50	2.14	1.36	3.65	2.15	1.50	3.89	2.32	1.57	3.68	2.20	1.48
12	2.93	2.36	.57	3.05	1.70	1.35	2.89	1.84	1.05	2.96	1.97	.99
13	3.50	2.50	1.07	3.25	1.80	1.45	3.11	2.05	1.06	3.29	2.12	1.17
14	3.79	2.43	1.36	3.55	1.95	1.60	3.73	2.21	1.52	3.69	2.20	1.49
15	3.71	2.07	1.64	4.05	1.63	2.42	3.37	1.84	1.53	3.71	1.85	1.86
16	3.21	1.86	1.35	3.30	1.26	2.04	3.89	1.79	2.10	3.47	1.64	1.83
17	3.50	1.64	1.86	3.50	1.32	2.18	3.68	1.68	2.00	3.56	1.55	2.01
18	3.93	1.64	2.29	3.70	1.42	2.28	4.53	1.74	2.79	4.05	1.60	2.45
19	3.86	1.79	2.07	3.60	1.37	2.23	4.42	1.68	2.74	3.96	1.61	2.35
Average-Items 8-19	3.57	2.13	1.49	3.45	1.73	1.72	3.71	1.98	1.73	3.58	1.95	1.65

*All change scores are in the same direction, from a higher pre-test score to a lower (and better) post-test score.

The combined average pre-test score for all fifteen (15) skill items in Part A was 3.58; the post-test score was 1.95. The gain was 1.65 points. Participants reported scores between Good and Fair, Average on the pre-test and Superior on the post-test. The March and February workshop groups reported almost identical gains of 1.73 and 1.72, respectively; the January average gain was 1.49. The January participants had an average pre-test score of 3.57 and post-test score of 2.13. Comparable scores for the February group were 3.45 and 1.73; for the March group, 3.71 and 1.98.

The items with the most gain were 17, 18 and 19; all showed gains in excess of 2 full intervals. Items 18 and 19 dealt with using the training modules to plan and to conduct in-service; item 17 was "Write an Agenda for Career Education In-Service Workshop". Since the project focused on using the training modules and on learning to conduct in-service, these gains are consistent with project objectives. Participants showed least gains on Item 12 (.99) and Item 13 (1.17). These items dealt with recognizing (Item 12) and reducing or eliminating (Item 13) stereotyping in materials and curriculum. Participants reported least skill on the pre-test for Item 18 (4.05) and Item 19 (3.96). At the conclusion of the workshops, Item 9 "Conduct a Career Education Needs Assessment" had the lowest score (2.25). Item 11 "Evaluate Student Progress on Career Education Objectives" and Item 14 "Design and Set-Up a Career Education Resource Room" followed closely with post-test skill levels of 2.20. For Item 17 the post-test average for all three workshops was 1.55; Item 18 and 19 had averages of 1.60 and 1.61 respectively. These scores would reflect a reported skill level almost midway between Superior and Truly Outstanding. These items were also the items where the most gain was reported.

The highest individual pre-test score, reflecting least skill, was 4.53 for Item 18 in the February workshop. The next highest was 4.42 for Item 19 in the same workshop. The lowest pre-test score was 2.89 for Item 12 in the March group of participants, followed closely by a 2.93 for the same item in January.

The high pre-test scores for Item 18 and 19 and the low pre-test scores for Item 12 are linked closely to higher than average gains for Items 18 and 19 and lower than average gains for Item 12.

With the exception of Item 12 (.99) all change scores from pre-test to post-test reflect an increase in skill which measures more than one full interval on a scale of 5. The scores indicate that the participants reported a gain in skill to perform the tasks identified in objectives 1a - 1g and the evaluator would rate the project successful in meeting those objectives.

Part B of the skills portion of the Self-Report of Knowledge and Skill asked key rural educators to rate their skill in teaching others some of the skills identified in Part A. The results are reported in Table 3 in a manner similar to Table 1 and 2.

TABLE 3 - SKILL - PART B

How well can you teach other teachers in your district how to perform the skill?

20. Involve the broader community (members of business, labor, industry, professions, government, community agencies, and parents) in career education activities.

21. Write curriculum units which infuse career education.

    a. Write career education objectives.
    b. Develop teaching strategies to implement the career education objectives.
    c. Select/develop career education materials.

22. Use a variety of teacher strategies in career education instruction.

23. Evaluate student progress on career education objectives.

24. Recognize stereotyping in materials and curriculum.

25. Reduce or eliminate stereotyping in materials and curriculum.

26. Develop games, bulletin boards, or activity kits for career education.

	JANUARY			FEBRUARY			MARCH			COMBINED		
Item #	Pre-Test	Post-Test	Change	Pre-Test	Post-Test	Change	Pre-Test	Post-Test	Change	Pre-Test	Post-Test	Change
20	3.79	2.29	1.50*	3.40	2.05	1.35	3.95	2.16	1.79	3.71	2.17	1.54
21	4.08	2.29	1.79	3.60	1.94	1.66	4.16	2.37	1.79	3.93	2.20	1.75
21a	3.79	2.29	1.50	3.55	2.00	1.55	4.05	2.16	1.89	3.80	2.15	1.65
21b	4.00	2.21	1.79	3.55	1.68	1.55	4.00	2.26	1.74	3.85	2.29	1.56
21c	3.57	2.21	1.36	3.60	2.00	1.60	3.63	1.79	1.84	3.60	2.00	1.60
22	3.57	2.14	1.43	3.50	1.63	1.87	3.79	2.00	1.79	3.62	1.92	1.70
23	3.86	2.36	1.50	3.45	2.32	1.13	4.11	2.26	1.85	3.81	2.31	1.50
24	4.00	2.43	1.57	3.25	1.84	1.41	3.26	2.11	1.15	3.50	2.13	1.37
25	4.14	2.71	1.43	3.40	1.95	1.45	3.37	2.16	1.21	3.64	2.27	1.37
26	3.86	2.00	1.86	3.70	1.95	1.75	3.68	2.05	1.63	3.75	2.00	1.75
Average-Items 20-26	3.86	2.29	1.57	3.50	1.94	1.53	3.80	2.13	1.67	3.72	2.12	1.60

*All change scores are in the same direction, from a higher pre-test score to a lower (and better) post-test score.

The average gain for the combined averages of all three workshops on these ten (10) skill items was 1.60, from a pre-test average of 3.72 to a post-test average of 2.12. The lowest reported gain was 1.37 for items 24 and 25. These items are directly related to the items in Part A reported. Participants had reported least gain in skill in recognizing and reducing or eliminating stereotyping in materials and curriculum and in this section they reported least gain in teaching others to recognize, reduce or eliminate stereotyping. The largest gains were 1.75 reported for Item 21 "Write Curriculum Units Which Infuse Career Education" and Item 26 "Develop Games, Bulletin Boards, or Activity Kits for Career Education".

Key rural educators attending the three training workshops in Cashmere reported consistent, but not widely divergent gains from pre-test to post-test. The gains range from 1.15 for Item 24 in March to 1.89 for Item 21a also in March. The March participants reported an average gain of 1.67: 3.80 - 2.13; January participants reported gain of 1.57: 3.86 - 2.29 while February scores were 1.57 gain: 3.50 - 1.94.

The scores reported in this section reflect project success in meeting the objectives of training key rural educators to teach others the skills identified by project objective 1a-1e.

Table 4 summarizes the knowledge and skill pre-test, post-test and change averages for the three sections of the Self-Report of Knowledge and Skill instrument.

TABLE 4 - KNOWLEDGE, SKILL TO PERFORM, SKILL TO TEACH

	JANUARY			FEBRUARY			MARCH			COMBINED		
Section	Pre-Test	Post-Test	Change	Pre-Test	Post Test	Change	Pre-Test	Post-Test	Change	Pre-Test	Post-Test	Change
Knowledge	3.77	2.21	1.56	3.57	1.93	1.64	3.73	2.02	1.71	3.69	2.05	1.63
Skill to Perform	3.57	2.13	1.49	3.45	1.73	1.72	3.71	1.98	1.73	3.58	1.95	1.65
Skill to Teach	3.86	2.29	1.57	3.50	1.94	1.53	3.80	2.13	1.67	3.72	2.12	1.60
Average	3.73	2.21	1.54	3.51	1.87	1.63	3.75	2.04	1.70	3.66	2.04	1.63

The data in this table shows the similarity of the pre-test/post-test scores for the three workshop groups and for the three sections of the instrument used to assess project objective 1. The January scores reflect slightly higher pre-test and post-test scores with a slightly lower gain in knowledge and skill. The February scores are slightly lower both pre-test and post-test with a gain in knowledge and skill that averages 1.63 - the same average as the three groups combined.

The data in this table indicate that the project was successful in meeting all portions of objective 1:"Rural Cadre" who participate in the training workshops will increase their skills in several career education activities (identified as skill objective a-g) and will increase their knowledge of several career education concerns and concepts (identified as knowledge objective h-l).

OBJECTIVE 2: Project staff will demonstrate skill in conducting the training workshops.

Process Objectives

As a result of conducting four ten-day workshops for rural educators, project staff will:

a. demonstrate that training activities did work toward learner objectives.

b. demonstrate that the learner objectives were appropriate for a rural cadre.

c. demonstrate that workshop instruction did monitor progress of cadre members and make appropriate adjustments.

d. demonstrate that trainers did use principles of learning: motivation, retention and transfer.

Data Collection and Analysis Techniques

Assessment of project success in attaining this process objective has been based on data collected primarily through the administration of an instrument Evaluation of Workshop Instruction. Each of the participants in the three workshops completed the instrument during the last day of the workshop. See Appendix C for a reproduction of the Evaluation of Workshop Instruction Instrument. A total of fifty-four (54) persons completed the questionnaire: fifteen (15) in January, twenty (20) in February, and nineteen (19) in March.

The responses were tabulated for each workshop group and averages were computed for each workshop and for the total group. Data is reported for each item as an average score. Averages for items 1-12 are displayed as well as averages for items 13-20. Items 1-12 dealt with characteristics of the instructor and her teaching; items 13-20 gave participants an opportunity to rate other elements of the workshop. Three additional items asked for comments about "things done especially well", "things which would improve this workshop", and additional "suggestions about housing, recreational activities, transportation, or other similar workshop details". Comments on these three items, numbers 21, 22, 23, were summarized for evaluation purposes. Their primary purpose, however, was to provide information for improvement from the January to March workshops.

Data Report and Analysis

The Evaluation of Workshop Instruction instrument used a five point scale of A through E. In an attempt at consistency, the same tables were attached to the scale as was used in the Self-Report of Knowledge and Skill: A = Truly Outstanding; B = Superior; C = Good; D = Fair, Average; E = Below Average, Poor.

Table 5 reports the section of the instrument which assesses the characteristics of the instructor and her teaching. The scores are shown as averages for each of the 12 items for each workshop, as a combined total of twelve items for each workshop, and as a combined average of each item for all three workshops.

TABLE 5 - EVALUATION OF WORKSHOP INSTRUCTION
Items 1-12

ITEM	JANUARY	FEBRUARY	MARCH	COMBINED AVERAGE
1	1.20	1.50	1.11	1.27
2	1.00	1.50	1.11	1.20
3	1.07	1.30	1.16	1.18
4	1.07	1.35	1.05	1.16
5	1.53	1.65	1.21	1.46
6	1.67	1.80	1.37	1.61
7	1.67	1.60	1.21	1.49
8	1.47	1.45	1.00	1.31
9	1.33	1.70	1.11	1.38
10	1.53	1.70	1.16	1.46
11	1.87	1.85	1.21	1.64
12	1.20	1.40	1.05	1.22
Average-Items 1-12	1.38	1.57	1.15	1.37

The data was averaged by converting the letter scale A - E into numerical values from 1 to 5 respectively. Therefore, an average of 2.00 would be interpreted as Superior. All 12 items for all three workshops averaged Superior or better. Four items,numbers 1, 2, 3, 4, and 12 received a combined average rating of 1.30 or better. The instructions flexibility and responsiveness (#1), tolerance (#2), interest (#3) and knowledge (#4) of subject matter, and overall conduct of the workshop (#12) received a rating which approached Truly Outstanding. The items receiving the lowest rating was #11 "Guidance of Practice Activities" and #6 "Clarity of Interpretations and Explanations", yet these combined averages were only 1.64 and 1.61. The average rating for all 12 items for the January workshop was 1.38, for February,1.57 and for March, 1.15. Indeed, only one item, #6, in the March workshop exceeded 1.21.

As an example of the high ratings given the instruction by key rural educators, out of a total of 228 ratings, nineteen (19) participants times 12 items, 199 or 87.3% of the ratings were 1, Truly Outstanding. Only five instances of a rating lower than 3 were given by fifty-four (54) participants in three workshops; all of those ratings were "4" and four of those were given by one participant in the February workshop.

Items 13 - 20 provided an opportunity for workshop participants to indicate their feelings about several other elements of the career education workshop. Five dwarf faces expressing emotions from very negative to extremely happy were printed on the Evaluation of Instruction Workshop below each of the several questions. Participants were asked to "indicate how you feel about each item by placing on X over the face which most clearly expresses your feelings". Numerical values were placed on each face with a "1" for the most positive and a "5" for the least positive. The averages shown in Table 6 display the average ratings for each of the three workshops for the eight items, and combined average for all three workshops for the eight items.

TABLE 6 - EVALUATION INSTRUCTION
Items 13-20

ITEM	JANUARY	FEBRUARY	MARCH	COMBINED AVERAGE
13	1.33	1.63	1.37	1.44
14	1.00	1.32	1.05	1.12
15	1.07	2.13	1.32	1.51
16	1.80	2.16	1.84	1.93
17	1.36	1.63	1.42	1.47
18	1.40	1.65	1.26	1.44
19	1.27	1.50	1.00	1.26
20	1.13	1.50	1.32	1.32
Average-Items 13-20	1.30	1.69	1.37	1.44

The combined average for all eight items for the three workshops was 1.44, approximately half-way between Superior and Truly Outstanding. The February workshop rating for the eight items was the highest 1.69, March and January were 1.37 and 1.30. The combined average for item 14 "Opportunity to Interact with other Workshop Participants" was 1.12. Other items which received particularly good ratings was item 19 "Organizational Details" and item 20 "Usefulness of Information in Home-Site". The item rated lowest was #16 "Advance Information about the Workshop"; even this item rated slightly better than Superior.

The last section of the Evaluation of Workshop Instruction instrument provided space for participants to make comments about the workshop. Item 21 asked "list or describe one to two things you thought were done especially well in this workshop"; item 22 was "list or describe one or two things which would improve this workshop"; and 23 asked participants to "list any comments or suggestions about housing, recreational activities, transportation, or other similar workshop details".

Statements made by participants on item 21 were categorized and tabulated. The most fequently mentioned category was "Organization and Presentation"; 29 persons wrote a comment that fit this category. "Modules" was listed 20 times, followed by "Involvement of School Staff and Administrators" with 10 comments. Categories receiving five or more comments were "Flexibility of Workshops" - 8; "Community" - 6; "Opportunity for Participant Interaction" - 6; "Learning Atmosphere" - 5; and "Instructor" - 5.

For item 22 "...things which would improve workshop", 20 participants said "none". Ten persons suggested that the "small group discussions should be scheduled earlier". Other suggestions of note were "shorter workshop by 2 days" - 8; "more active introduction the first day" - 6; and "involve high school staff more" - 3.

The comments and suggestions on item 23 were mostly of a highly complimentary nature. Thirty-eight persons wrote statements such as "Superb!", "Excellent", "Super", "Best workshop I ever attended". Ten persons left the item blank. The other comments related to lack of phones in motel rooms - 7 as a negative factor and recreational opportunities, field trips and transportation as positive factors.

Based on the over-whelming amount of data which was highly complimentary in the comment section of the Evaluation of Workshop Instruction and the exceptionally high ratings on the first two sections, the evaluator has concluded that objective 2 "Project Staff will Demonstrate Skill in Conducting the Training Workshops" was met in every respect. Site visits and interviews with participants also support this conclusion. The evaluator has inspected correspondence from the participants which testifies to the usefulness of the workshop.

OBJECTIVE 3: A product outcome of this project will be a set of nine (9) training modules for rural educators.

Project Objective

As a result of the project, the project staff will:

a. develop a set of nine training modules that can be used by rural educators to conduct in-service.

Data Collection and Analysis Techniques

This objective was evaluated in a series of inspections and critiques. In the formative stages of module writing, each module was reviewed by the evaluator and by one or two persons experienced in career education. Based on these preliminary critiques, the modules were prepared for use in the three training workshops. As each module was used in the workshop, participants made suggestions for change. As part of the workshop activity, participants were assigned responsibility for completing a critique of two modules. The critique was done as a small group activity (3 - 4 persons). The groups discussed the module and then individually completed a critique form for Evaluation of Career Education Modules for Rural Educators. Each module was rated using a five point scale for items within five general categories: General Organization, Instructional Design, Content, Materials and Principals of Learning. A sample of the critique form is included in Appendix D .

The final stage of evaluation of the modules was an inspection of them after they had been revised by the Project Director. The analysis technique for the data relative to this objective consisted of a tabulation of ratings made by the participants. The ratings were averaged and are reported in that form. During the final inspection of the edited modules, the evaluator looked specifically for evidence of corrections based on comments written on the critique forms.

Data Report and Analysis

Table 7 displays a summary of the participants rating on the critique form for Evaluation of Career Education Modules for Rural Educators. The number of participants

who evaluated each module ranged from five for Module I to fifteen for Module B. The actual number for each module is displayed in Table 7 as n= ___. The rating sheet provided for a 1 (low) to 5 (high) mark for each of the several items in the five general categories.

Section I of the critique form had three items dealing with General Organization. The average rating for all modules for the three items combined was 4.72. This was the highest combined average for any of the five sections in the critique. Item Ic "General appearance is attractive" had the highest rating of all individual items, 4.79.

TABLE 7

	MODULE A n=10	MODULE B n=15	MODULE C n=7	MODULE D n=14	MODULE E n=8	MODULE F n=11	MODULE G n=7	MODULE H n=8	MODULE I n=5	Average for all Modules
I a	4.50	4.73	4.86	4.86	4.62	5.00	4.57	4.34	5.00	4.72
b	4.40	4.73	4.57	5.00	4.75	4.73	4.43	4.34	4.60	4.62
c	4.70	4.73	4.86	4.86	4.88	4.55	4.86	4.75	5.00	4.79
Average	4.53	4.73	4.76	4.91	4.75	4.76	4.62	4.54	4.87	4.72
II a	4.40	4.60	4.71	4.50	4.50	4.82	4.43	4.50	4.80	4.58
b	4.50	4.53	4.57	4.71	4.50	4.82	4.43	4.50	4.60	4.57
c	4.40	4.60	4.57	4.64	4.50	4.40	4.43	4.50	5.00	4.56
d	4.30	4.20	4.57	4.64	4.38	4.63	4.29	4.34	4.40	4.42
e	4.40	4.46	4.43	4.86	4.50	4.54	4.29	4.50	4.20	4.46
f	3.88	4.46	4.57	4.69	4.71	4.00	4.43	4.25	4.80	4.42
Average	4.31	4.48	4.57	4.67	4.52	4.53	4.38	4.43	4.63	4.50
III a	4.70	4.80	4.71	4.86	4.50	4.45	4.57	4.50	5.00	4.68
b	4.70	4.46	4.71	4.79	4.00	4.63	4.43	4.25	4.80	4.53
c	4.80	4.60	4.71	4.79	4.50	4.45	4.43	4.25	4.80	4.59
d	4.60	4.40	4.71	4.79	4.62	4.91	4.57	3.88	5.00	4.61
Average	4.70	4.57	4.71	4.81	4.41	4.61	4.50	4.22	4.90	4.60
IV a	4.60	4.86	4.86	4.57	4.50	4.91	4.43	4.50	4.80	4.67
b	4.50	4.33	4.43	4.64	4.50	4.55	4.29	4.00	4.80	4.45
c	4.70	4.33	4.71	4.64	4.38	4.36	4.29	4.57	4.60	4.51
d	4.80	4.60	4.57	4.71	4.13	4.82	4.14	4.43	4.80	4.57

e	4.90	4.66	4.57	4.86	4.00	4.50	4.00	4.43	4.60	4.50
f	4.80	4.80	4.57	4.71	4.75	4.55	4.57	4.86	5.00	4.73
Average	4.72	4.60	4.62	4.68	4.38	4.62	4.29	4.47	4.76	4.57
V a	4.50	4.66	4.86	4.57	4.50	4.63	4.57	4.00	5.00	4.59
b	4.70	4.60	4.57	4.57	4.50	4.82	4.86	4.14	5.00	4.64
Average	4.60	4.63	4.71	4.57	4.50	4.73	4.72	4.07	5.00	5.61
Average for Section I-V	4.57	4.60	4.67	4.73	4.51	4.65	4.50	4.35	4.83	4.60

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Section II gave participants an opportunity to rate Instructional Design. The combined average rating for all nine modules for the six items in this section was 4.50. This was the lowest average of the five sections but still represents a very high rating as 5.00 would have been the maximum possible. Item IId "Activities are Outlined in Sufficient Details" and IIf "Evaluation Procedures are Clearly Related to Objectives of the Module" had average ratings of 4.42. The lowest of any of the combined average. The editing done by the project director focused on providing additional detail and clarity in the modules and the final copy of each module is improved in this item.

Sections III, IV and V provided ratings for Content, Materials and Principals of Learning. The combined average ratings for these sections were 4.60, 4.57 and 4.61 respectively. Item IV f "Instructional Materials are Organized for Easy Reference by Instructor" received the second highest average rating (4.73) of all individual items.

Module averages ranged from 4.35 for Module H "Evaluating Career Education Programs, Student Objectives and Materials" to 4.83 for Module I. The average for all nine modules was 4.60.

All of the data displayed in Table 7 indicate that the key rural educators who were participants in the three workshops were complimentary in their ratings of the modules. The evaluator conducted a careful inspection of the modules after they had been edited using the suggestions and criticisms of the participants. Module A through I are better than they were when used in the workshop. More instructional detail was included and typing errors were corrected. The modules are of superior quality signifying that project objective 3 has been met.

Summary and Conclusions

A few general observations are expressed here by the evaluator. These comments are in addition to those directly supported by numerical data and make value judgements growing out of the data collection and analysis techniques.

The Cashmere School District is exemplary in its commitment to and implementation of Career Education. The effort is on-going and supported aggresively by the superintendent; the community is involved and strongly endorses this effort. A wealth of Career Education materials are available to staff and are being used extensively.

Throughout the entire project year, the Director, Mrs. Bernie Griffith has displayed exceptional knowledge of career education and the ability to pull information together for sharing with others. Her work as Project Director has been Truly Outstanding.

The key rural educators who attended the workshops represented geographic sections of the United States and appeared to possess the qualifications necessary to effectively use the modules in their home site. Letters were received by the Project Director which indicate that these career educators are making effective use of the training received at Cashmere. Some had conducted as many as four workshops before school was out in the spring; all reported the materials received in Cashmere as being helpful in those workshops.

Several site visits were conducted by the Evaluator. At all times he observed diligent and purposeful work by the Project Director and her secretarial staff.

The proposal for this grant listed three objectives. All of these objectives were successfully met at an exceptionally high level.

APPENDIX A

LIST OF PARTICIPANTS

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March 4 - 14, 1979
Cashmere, Washington

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APPENDIX B

SELF-REPORT OF KNOWLEDGE AND SKILL

POST-TEST*

workshop date _____

SELF-REPORT OF KNOWLEDGE AND SKILL

This questionnaire asks you to rate your entry and exit levels of knowledge and of skill in the career education learner objectives for this workshop.

On the set of numbers to the left of each item, mark what you believe was your entry level at the beginning of this training workshop; on the set of numbers to the right of each item, mark what you believe is your exit level at the conclusion of this training workshop.

The first section of the questionnaire asks for information regarding your knowledge about career education. Knowledge is the possession of concepts and/or information. The second section asks for information regarding your skill in performing certain career education tasks. Skill is the ability to carry out a set of steps leading to completion of a task.

KNOWLEDGE

Rate your knowledge by circling the number which most accurately describes your knowledge in the following areas. Use the following scale throughout this evaluation:

1 = Truly Outstanding
2 = Superior
3 = Good
4 = Fair, Average
5 = Below Average, Poor

Entry level						Exit level				
1	2	3	4	5	1. Ways to form and use community advisory committees.	1	2	3	4	5
1	2	3	4	5	2. Techniques to convince administration school board members, and school building staff to support the implementation of career education.	1	2	3	4	5
1	2	3	4	5	3. Ways to develop a comprehensive career education program.	1	2	3	4	5
1	2	3	4	5	4. Characteristics of a comprehensive career education program.	1	2	3	4	5
1	2	3	4	5	5. Appropriate use of commercially produced and teacher-made materials.	1	2	3	4	5
1	2	3	4	5	6. Characteristics of successful career education workshops.	1	2	3	4	5
1	2	3	4	5	7. Ways to change community attitudes and bias.	1	2	3	4	5

SKILLS

This section of the evaluation asks for information regarding your assessment of your skill in two areas:

A. How well can you perform the skills?

B. How well can you teach other teachers in your district how to perform the skills?

Use the following scale for all skill items:

1 = Truly Outstanding
2 = Superior
3 = Good
4 = Fair, Average
5 = Below Average, Poor

PART A

Rate your present skill level by circling the number which most accurately describes how well you think you can perform skills:

Entry level							Exit level			
1	2	3	4	5	8.	Involve the broader community (members of business, labor, industry, professions, government, community agencies, and parents) in career education activities.	1	2	3	4
1	2	3	4	5	9.	Conduct a career education needs assessment.	1	2	3	4
1	2	3	4	5	10.	Write curriculum units which infuse career education.	1	2	3	4
1	2	3	4	5		a. Write career education objectives.	1	2	3	4
1	2	3	4	5		b. Develop teaching strategies to implement the career education objectives.	1	2	3	4
1	2	3	4	5		c. Select/develop career education materials.	1	2	3	4
1	2	3	4	5	11.	Evaluate student progress on career education objectives.	1	2	3	4
1	2	3	4	5	12.	Recognize stereotyping in materials and curriculum.	1	2	3	4
1	2	3	4	5	13.	Reduce or eliminate stereotyping in materials and curriculum.	1	2	3	4
1	2	3	4	5	14.	Design and set-up a career education resource room.	1	2	3	4
1	2	3	4	5	15.	Develop games, bulletin boards, or activity kits for career education.	1	2	3	4
1	2	3	4	5	16.	Plan a career education in-service program for a school district.	1	2	3	4
1	2	3	4	5	17.	Write an agenda for career education in-service workshop.	1	2	3	4
1	2	3	4	5	18.	Use training modules to plan in-service.	1	2	3	4
1	2	3	4	5	19.	Use training modules to conduct in-service.	1	2	3	4

PART B

Rate your present skill level by circling the number which most accurately describes how well you think you <u>can</u> <u>teach</u> other teachers in your district how to perform the following skills:

Entry level						Exit level				
1	2	3	4	5	20. Involve the broader community (members of business, labor, industry, professions, government, community agencies, and parents) in career education activities.	1	2	3	4	5
1	2	3	4	5	21. Write curriculum units which infuse career education.	1	2	3	4	5
1	2	3	4	5	a. Write career education objectives.	1	2	3	4	5
1	2	3	4	5	b. Develop teaching strategies to implement the career education objectives.	1	2	3	4	5
1	2	3	4	5	c. Select/develop career education materials.	1	2	3	4	5
1	2	3	4	5	22. Use a variety of teacher strategies in career education instruction.	1	2	3	4	5
1	2	3	4	5	23. Evaluate student progress on career education objectives.	1	2	3	4	5
1	2	3	4	5	24. Recognize stereotyping in materials and curriculum.	1	2	3	4	5
1	2	3	4	5	25. Reduce or eliminate stereotyping in materials and curriculum.	1	2	3	4	5
1	2	3	4	5	26. Develop games, bulletin boards, or activity kits for career education.	1	2	3	4	5

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APPENDIX C

EVALUATION OF WORKSHOP INSTRUCTION

EVALUATION OF WORKSHOP INSTRUCTION

Complete the following items as honestly as you can. The data will be used to provide feedback to the career education staff who are presenting the workshop.

Listed below are characteristics of an instructor and his/her teaching. Please indicate your opinion of the degree to which the instructor(s) for this workshop h s (have) demonstrated or achieved each. Circle the appropriate letter in front of each item.

Scale for Items

A = Truly Outstanding
B = Superior
C = Good
D = Fair, Average
E = Below Average, Poor

Instructor's:

A B C D E 1. Flexibility and responsiveness to problems and needs of participants.

A B C D E 2. Tolerance: Participants feel free to ask questions, disagree, express their ideas, etc.

A B C D E 3. Interest in subject matter of workshop sessions.

A B C D E 4. Knowledge of subject matter of workshop sessions.

A B C D E 5. Organized presentation of materials and subject matter.

A B C D E 6. Clarity of interpretations and explanations of subject matter.

A B C D E 7. Emphasis on important material and subject matter.

A B C D E 8. Clarity of workshop objectives.

A B C D E 9. Agreement between stated objectives of the workshop and what was actually taught.

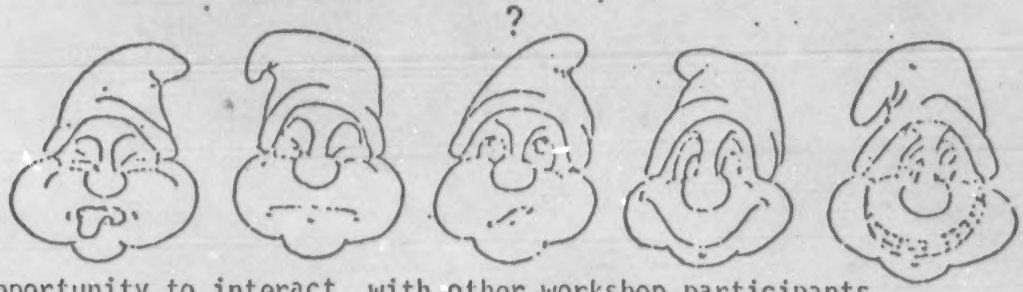
A B C D E 10. Ability to keep me involved in workshop learning activities.

A B C D E 11. Guidance of my practice activities while I tried to accomplish workshop objectives.

A B C D E 12. Overall conduct of workshop.

Listed below are other elements of the career education workshop. Please indicate how you feel about each item by placing an X over the face which most clearly expresses your feelings.

13. Opportunity to participate in active learning.



14. Opportunity to interact with other workshop participants.

15. Opportunity in interact with project staff.

16. Advance information about workshop.

17. Orientation during opening sessions.

18. Workshop facilities.

19. Organizational details.

20. Usefulness of information in home site.

21. List or describe one or two things you thought were done especially well in this workshop.

1.

2.

22. List or describe one or two things which would improve this workshop.

1.

2.

23. List any comments or suggestions about housing, recreational activities, transportation, or other similar workshop details.

APPENDIX D

CRITIQUE FORM

CRITIQUE FORM FOR EVALUATION OF CAREER EDUCATION MODULES FOR RURAL EDUCATORS*

DIRECTIONS

A. Team activity - a sharing with your partner(s).

~20 min. 1. Review the module carefully and discuss it with your partner(s).

B. Individual activity - do not work with your partner(s).

~10 min. 2. Rate the module on each item. The numerical scale should be used in the normal manner of a 5 point rating scale: 5 = High (exceptionally well done, a superior product, repeatedly of high quality); 3 = Average (satisfactory, occasionally present, middle range of quality); 1 = Low (not well done, poor quality, seldom present). The numerals 4 and 2 provide intermediate ratings. If an items is not represented in the module you are reviewing or if you feel you cannot make a judgment, leave the item blank.

3. Add any comments, criticisms, compliments or make suggestions for improvement in the Comments section of each set of items.

C. Repeat steps A and B with each module assigned to your team.

QUALIFIER: You were selected as someone knowledgeable in the area of Career Education and/or Instructional Planning. Use your best judgment, make your ratings and comments and don't worry. The ratings of workshop participants will be used as a basis for editing the module for dissemination. Your honest judgments will be helpful in that process.

Thank you for your assistance in this project.

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CRITIQUE FORM *

I. GENERAL ORGANIZATION

Low				High	
1	2	3	4	5	a. Instructional format is easily followed.
1	2	3	4	5	b. Directions are clear and concise.
1	2	3	4	5	c. General appearance is attractive.

COMMENTS: Add any comments, criticisms, compliments, or make suggestions for improvement.

II. INSTRUCTIONAL DESIGN

Low				High	
1	2	3	4	5	a. Objectives for the module are clearly stated.
1	2	3	4	5	b. Objectives are appropriate for participants.
1	2	3	4	5	c. Activities are arranged in logical order.
1	2	3	4	5	d. Activities are outlined in sufficient detail.
1	2	3	4	5	e. A variety of teaching strategies are used.
1	2	3	4	5	f. Evaluation procedures are clearly related to objectives of the module.

COMMENTS: Add any comments, criticisms, compliments, or make suggestions for improvement.

III. CONTENT

Low				High	
1	2	3	4	5	a. Major ideas are clearly identified.
1	2	3	4	5	b. Module contains content which is adaptable to a variety of home site conditions.
1	2	3	4	5	c. Topics are appropriate for participants.
1	2	3	4	5	d. Definitions are generally acceptable and appropriate.

COMMENTS: Add any comments, criticisms, compliments, or make suggestions for improvement.

IV. MATERIALS

Low				High	
1	2	3	4	5	a. Handouts are well-organized and easily read.
1	2	3	4	5	b. Instructional materials are geared to interest level of audience.

Low High

1 2 3 4 5 c. Instructional materials are attractive.

1 2 3 4 5 d. Instructional materials are clear and readable.

1 2 3 4 5 e. Instructional materials are keyed to appropriate instructional activity.

1 2 3 4 5 f. Instructional materials are organized for easy reference by instructor.

COMMENTS: Add any comments, criticisms, compliments, or make suggestions for improvement.

V. PRINCIPALS OR LEARNING

Low High

1 2 3 4 5 a. Activities are organized in a manner which will lead to successful experiences by participants.

1 2 3 4 5 b. Activities provide for guided practice in the application of major ideas.

COMMENTS: Add any comments, criticisms, compliments, or make suggestions for improvement.

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TRAINING A CADRE OF RURAL EDUCATORS TO CONDUCT CAREER EDUCATION IN-SERVICE

EXECUTIVE SUMMARY OF FINAL REPORT

Conducted Under
406 (f) (1) of the Education Amendments of 1974
Pub. L. 93-380 (20 U.S.C. 1865 (f) (1)

Project No. 554AH80035
Grant No. G0078C0090

Conducted in
The Cashmere School District
September 1, 1978 - August 31, 1979

Bernadette Griffith, Career Education Project Director

Dr. Arthur Keith, Third Party Evaluator

Career Education Project
210 S. Division Street
Cashmere, WA 98815
Telephone (509) 782-1950

Richard D. Johnson, Superintendent
Cashmere School District #222

EXECUTIVE SUMMARY OF FINAL REPORT

MAJOR ACTIVITIES

The Cashmere School District, Cashmere, Washington, was awarded a grant from the United States of Education, Office of Career Education to develop and conduct a project titled "Training a Cadre of Rural Educators to Conduct Career Education In-Service."

The purpose of the grant was to train a cadre of rural educators and provide them with necessary skills and materials to conduct in-service in their respective geographic area. This was accomplished by meeting two major process objectives:

1. Nine training modules were prepared for use by cadre members.
2. A minimum of fifty rural educators participated in a ten-day workshop.

As a result of the project;

1. cadre members demonstrated increased skills in planning and conducting career education in-service for classroom teachers, administrators, school board members, guidance and media specialists and community persons.
2. cadre members demonstrated skill in using the materials in the nine training modules to facilitate this task.

The full report is compiled in two parts. The first part of the report highlights the activities undertaken by project personnel to meet the objectives and comments on problems encountered and solutions found. Part two includes the evaluation report by Dr. Arthur Keith, 602 N. Volland, Kennewick, WA 99336, and includes specific learner objectives, copies of the evaluation instruments used and evaluation data as compiled and analyzed by Dr. Keith.

SELECTION OF PARTICIPANTS

State career education coordinators submitted names of potential participants. Two-hundred and five applications were mailed out and one-hundred and three were returned. Fifty-one applicants were selected according to the following criteria:

1. They represented geographic areas that had made an effort to develop and implement a career education program in the local rural area.
2. They represented a rural area that had shown an interest for in-service assistance.

3. They represented a rural area that is geographically located to limit classroom teachers' attendance at available regional or national workshops or in-service sessions sponsored by institutions of higher learning.

4. They represented a rural area where financial situations is such as to prevent classroom teachers' attendance at available regional or national workshops or in-service sessions sponsored by institutions of higher learning.

DEVELOPMENT OF TRAINING MODULES

Training module preparation began in early September, 1978. An outline was made for each module along with potential materials identified to be included in each module.

The nine training modules listed below are packaged separately in a portfolio of a different color.

1. Module A - Planning, Conducting and Evaluating Career Education Workshops
2. Module B - Introduction and Orientation to Career Education
3. Module C - Career Education Curriculum Development
4. Module D - Involving the Community: Interaction Between the World of Work and the World of Education
5. Module E - Recognizing and Reducing Sex, Race and Ethnic Bias in Behavior and Instructional Materials
6. Module F - Constructing Career Education Games, Bulletin Boards and Activity Kits
7. Module G - Establishing a Student Career Education Resource Center
8. Module H - Evaluating Career Education Programs, Student Objectives and Materials
9. Module I - Implementing a K-12 Comprehensive Career Education Program

Each module, although designed for independent presentation, is an integral part of the total career education in-service training program and contains essential directions and references necessary for conducting career education in-service for the topics included in each module.

TRAINING WORKSHOPS

Three ten-day workshops were held. The first was held from January 14 to January 24, 1979 for fifteen funded participants. Two full time participants attended at their own expense. The second workshop was held from February 4 to 14, 1979 for nineteen funded participants and three participants attended at their own expense. The third workshop was held March 4 to 14, 1979 for nineteen funded participants.

All travel arrangements were made with a local travel agency. This involved maximum planning as people were travelling from small rural isolated towns to a small rural town. Therefore, travel arrangements had to be made to and from major transportation centers.

All participants were housed at the local motel - The Village Inn - which worked well. The Village Inn is within walking distance to the school administration building where the workshop sessions were held. The Village Inn provided a hospitality room for the duration of the workshops.

Local transportation was provided by the school district. The nine passenger carry-all was turned over to the participants as was the school car. This arrangement allowed the participants the flexibility of sight-seeing and eating in surrounding communities.

The community and total school staff made the participants feel welcome and several activities were planned for the participants - pot luck dinners, buffet dinners, student functions and local sight seeing.

The workshop agenda was carefully planned to provide training time, work time for participants, interaction time and leisure time.

The workshop content was designed so every participant was involved with instruction presented by workshop staff, and had the opportunity for interaction with staff, community, administrators and other participants. They also had time for individual work sessions.

Special attention was paid to recognizing and reducing sex, race and ethnic bias and interaction between the world of work and the world of education throughout each workshop. (Note: Module D and E).

All participants were exceptional people with a high degree of motivation, enthusiasm and ability. The interaction between the participants and the local staff and among the participants themselves was a very positive outcome of the workshops.

EVALUATION

The data for the evaluation was collected by the third party evaluator through interviews with the project director and participants; through observation of project activities; through a pre-test and post-test administration of a set of questionnaires used in the three training workshops; through inspection and critique of the modules; and through inspection of records and documents of the project.

Data collected indicated that the project was successful in meeting Objective 1 "Rural Cadre" who participated in the training workshops did increase their knowledge of several career education concerns and concepts; did increase their skills in several career education activities and did increase their skill in training others in conducting career education activities.

Based on the over-whelming amount of data and purusing the comment section of the Evaluation of Workshop Instruction Instrument the evaluator concluded that Objective 2 "Project Staff will Demonstrate Skill in Conducting the Training Workshop" was met in every respect.

Data indicated that Objective 3 "Project Staff will Develop a Set of Nine Training Modules that can be used by Rural Educators to Conduct In-Service" was also met. The rural educators who were participants in the workshops were complimentary in their rating of the modules. The evaluator conducted a careful inspection of the modules after they had been edited using the suggestions and criticisms of the participants and judged them of superior quality.

Letters received by several of the educators upon returning to their homes indicate that these career educators are making effective use of the training and the training modules received at Cashmere during the project.

Detailed evaluation data is included in the final report.

DISSEMINATION ACTIVITIES

A complete set of the nine training modules were given to each workshop participant and also sent to the U.S. Office of Career Education and each of the state career education coordinators.